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Cultivating Mindfulness through Meditation in Class is Vital towards Holistic Education and Students' Well-being

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Cultivating mindfulness through meditation is vital towards holistic education and students' wellbeing. A study conducted at George Mason University in Virginia, USA where 76 college students experienced the positive impacts of incorporating mindfulness through meditation into their class shows that regularly starting sessions with brief mindfulness exercises significantly improved their ability to focus, manage stress, and participate more actively in learning activities, leading to a greater sense of overall well-being. Students' reflections further indicate that not only does mindfulness meditation enable them to be present in the moment the experience also provides them with peace of mind. It helps them absorb course materials well. Students would like their professors to integrate mindfulness exercises as part of their learning experience in class.

Students in Higher Education Explore the Practice of Gratitude as Spirituality and Its Impact on Well-Being

Gratitude, defined by many as being thankful and appreciative of things that make life and relationships meaningful and purposeful, catalyzes holistic well-being. It is considered a manifestation of both inner and outer spirituality and develops spiritual growth. In this article, twenty-three students from a large public university in the U.S. representing various faith traditions explore the practice of gratitude as spirituality and its impact on well-being. The purpose of this study is to demonstrate how gratitude, also conceptualized and articulated by college students as spirituality, influences students' well-being. By exploring common and unique themes based on students' individual reflections and synthesis on their weekly journal entries on the topic of gratitude as spirituality toward well-being, students assert that first, practicing gratitude enables them to experience something of the essence of spirituality, which is about interconnectedness and bringing into focus the things in life that they must be contented with and happy about. Second, expressing gratitude helps shift students' perspectives by looking at conflict more as an opportunity for growth and constructive change than anything else. It redirects their mindset to transforming conflict's negative and destructive energies into something beneficial, although the process might seem difficult. Third, practicing gratitude improves students' overall mental, physical, spiritual, and social well-being. It helps them develop a sense of empathy and understanding toward others and aids them with better communication, deeper connections, and awareness of the self and their surroundings. This article concludes that there is, indeed, a dynamic interplay between gratitude and spirituality regarding students' well-being. The article recommends that academic institutions and teachers of higher education provide students with classroom and public spaces to integrate conversations around gratitude, spirituality, and well-being into their academic studies as this helps enrich students' overall learning experiences..

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